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ABSTRACT

North Carolina's Basic Education Program was adopted in 1985 and will be completely implemented by 1993. The North Carolina General Assembly has furnished much of the necessary funds. The program provides higher standards, smaller classes, the chance to become fluent in a foreign language, more instructional materials, counseling, dropout prevention, inschool suspension, compensatory education, advanced placement programs, an addition of 11,048 teachers, a monitoring procedure concerning the quality of education and school facilities that will be implemented by 1993, and staff development. In addition to traditional curricular offerings, the Basic Education Program's curriculum includes second language study and arts education that are mandatory for students in K-5. North Carolina is the first state to provide second language study to students in K-5. The program also features free summer school for students in K-11 if they fail to meet promotion standards or if they need remedial instruction; the use of computers for computer literacy, for automating media centers and student accounting systems, and for routing and scheduling buses; a four-year pilot program that rewards the performance of teachers with salary increases; other programs and facilities that benefit teachers; and programs that encourage good students to become teachers. Included are six tables. (RG)

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State Superintendent Craig Phillips Comments on NC Education

North Carolina's public education system is in the midst of change. Our system is changing to meet the demands of the one million students entrusted to us each day and changing to meet the needs of employees who are working to ensure that these students are prepared for what lies ahead.

Strengthening the foundation children receive in school and preparing them to lead this great state and nation into a new century are the basic reasons for the changes that education has undergone in the last few years. The next couple of years will see an acceleration in the changes as educators continue to put into place those programs and services that we know schools must offer to allow children to succeed.

North Carolinians expect schools to change. Our citizens have indicated a willingness to let educators set the agenda for change. These same citizens and members of the North Carolina General Assembly have indicated a willingness to be a part of change by agreeing to provide the money to make it possible.

I'm proud of how far we have come in our efforts to change schools. Educators have been among the first to say that we realize there are problems with America's schools. We realize too many students are dropping out. We realize that teacher salaries do not reflect the responsibility that goes with that job. We realize that students are not adequately prepared to live succeed in a world of technology and a world that is growing smaller every day.

We have faced these problems head on. With the help of concerned legislators and citizens, we are changing schools to reflect the changing world.

North Carolina's eight-year education improvement effort, the Basic Education Program, will make a difference in the quality of the education afforded our children.

Thanks to the Basic Education Program, the curriculum in North Carolina's schools is changing to reflect a world in which workers will need to feel comfortable with technology and with dealing with people from other countries. The age of computers no longer allows isolation.

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State Superintendent Phillips Comments
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Preparing students for a world where computers will be in most homes and businesses is also being addressed in our education system. Legislators, local school systems and parents have recognized the need for computer literacy and have supplied the funds to provide at least four computers for every one hundred children.

We will become the first state to offer second languages starting at the kindergarten level and continuing until graduation. Fluency in a second language will soon be a necessity rather than a luxury.

We do not know all that the future will hold for our students, but we do know that every student will need the ability to think and reason. They will also need strong proficiencies in reading, writing and math and a foundation in the arts.

The curriculum is not the only major change in our schools. The role of teachers and other staff members is also changing with the times. Money is being spent to increase salaries, improve the working conditions and provide additional help for teachers. Since we recognize that the teacher is the key to the curriculum, enhancing the profession is crucial to strengthening education.

In North Carolina, all of this change has been made possible by legislators who continue to demonstrate a willingness to put education first and to provide the funds needed to make education improvements.

Even as we wait to see how all these changes we have made will affect education in the years to come, there is still further change that needs to be initiated. Programs for children ages three and four must be provided to ease the burden of parents and to help insure that children from disadvantaged homes will not drop out of school years later. We must continue to focus on preparing students for a world of technology and having computers in schools is not enough. Encouraging creativity in students and teachers must be a priority also, and we must keep looking at the organizational structure of schools to make sure that the best possible system is in place.

In 1993, when the Basic Education Program is fully implemented, change will not stop. Our system of public education will continue to meet challenges and change to meet the needs of the future.

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Basic Education Program Provides Core of Knowledge

By 1993, all public school students across North Carolina will enjoy a basic level of instructional programs and services that represents a jump in the quality and quantity of opportunities for them.

The state's Basic Education Program (BEP) will be fully implemented by 1993 at a cost of $700 million (in 1985 dollars) over current spending. It will offer students five and a half hours of instructional time daily, smaller classes, the chance to become proficient in a foreign language, adequate libraries and more up-to-date textbooks. The Program will also mean tougher standards for students and schools as a whole.

Adopted in 1985 by the N.C. General Assembly, the Program's premise is that there is a common core of knowledge and skills which every child should have mastered before graduating from high school. To help children acquire these skills, the BEP addresses all aspects of education from class size to curriculum from kindergarten through high school. All areas of a child's development--academic, artistic, social and physical--are also addressed by the BEP.

The arts, communication skills, library, media and computer skills, second language studies, guidance, healthful living, mathematics, science, social studies and vocational education are disciplines included in the Program's mandated core of knowledge. Children who have difficulty meeting the standards set in the BEP will receive extra help under the plan.

Minimum standards are set for all grades in each of these areas as in the past, but with critical differences. Some areas, second language studies, for example, have been expanded to more grade levels, and all subject areas are closely linked with an emphasis on thinking and reasoning skills. For some disciplines, the traditional emphasis will be shifted. In Arts Education, for example, the emphasis will shift to a discipline-based approach rather than staying with the former expectations of children producing arts and crafts to take home.

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Academics are at the center of the Program, but support services, such as guidance and psychological services, are seen as crucial to a student's performance in school. Other programs and services required under the Program are in-school suspension and dropout prevention, compensatory education, summer school and programs for exceptional children.

Implementing the Basic Education Program entails hiring more teachers and other staff. The BEP provides for that. Funding has been earmarked for additional teachers to lower class sizes to 23 pupils per teacher for grades kindergarten through third grade and to 26 students per teacher in grades four through 12. Funds also are available for more guidance counselors, media coordinators, school psychologists, school social workers and school nurses. Additional assistant principals, clerical assistants and in-school suspension teachers are also provided. During 1987-88, for example, 2,803 new personnel were added to employee rosters because of the BEP. Of those added, 1,657 are teachers, 100 are support staff (counselors and others), 123 are assistant principals and 854 are clerical assistants.

Other items provided under the Program are state funding of vocational education teachers, additional teachers and transportation for summer school for students not meeting state or local promotion standards, $25 per student in average daily membership (ADM) for instructional supplies, $22 per ADM for textbooks, eliminating individual caps as a basis of funding for handicapped children and funds to allow handicapped and gifted students ages 18, 19, and 20 to receive continued service.

One important component of the Basic Education Program is a monitoring process. The accreditation process in North Carolina will become mandatory within the next five years. Before the BEP, the accreditation process was voluntary, and not every school district chose to comply. A new process for state accreditation will focus on the quality of education mandated by the BEP and is expected to be in place by 1993.

School facilities are also monitored by the Program, which sets standards for the facilities. In 1987, the N.C. General Assembly approved changes to the business taxes that will produce more than $1.1 billion over the next 10 years. Combined with local sales taxes earmarked for school construction, $3.2 billion for school construction should be available.

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Although complete implementation of the BEP will not occur before 1993, portions are already in place and more are phased in each year. During the first two years of the program, from 1985-1987, students in grades seven, eight and nine enjoyed smaller classes after 1,510 classroom teachers were hired to reduce class size to 26 students per teacher. Students in grades three, six and eight who failed to meet state or local promotion policies were able to attend summer school to improve their skills, and textbook funds were provided at the rate of $20 per child in ADM. These are just a few items that have already been accomplished. More are on the way.

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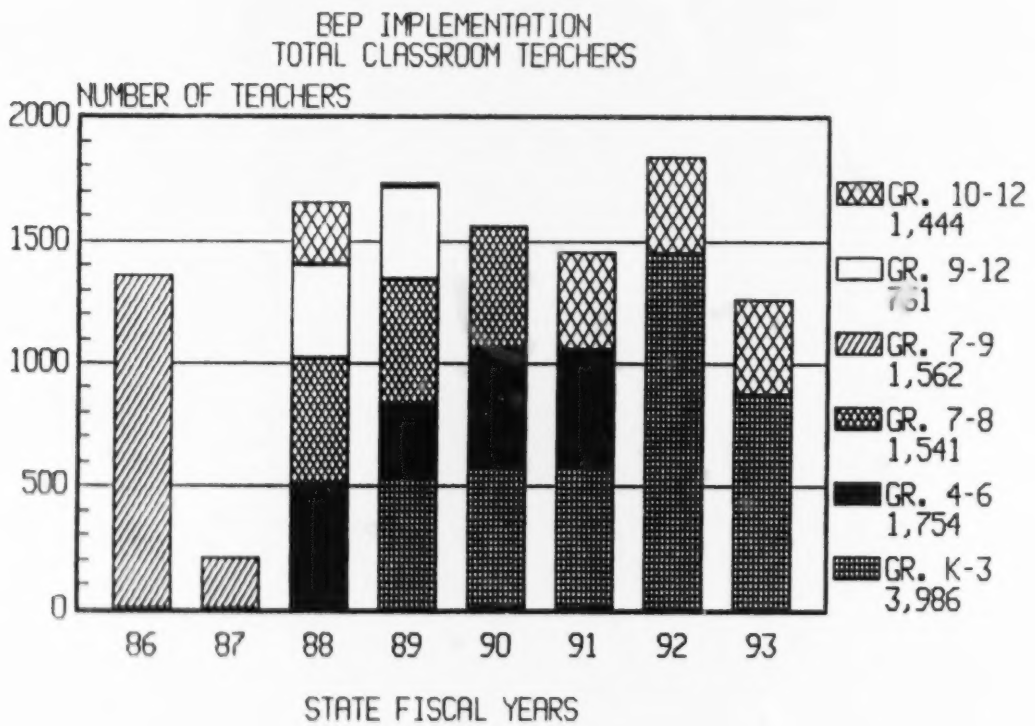
BEP IMPLEMENTATION: TOTAL CLASSROOM TEACHERS

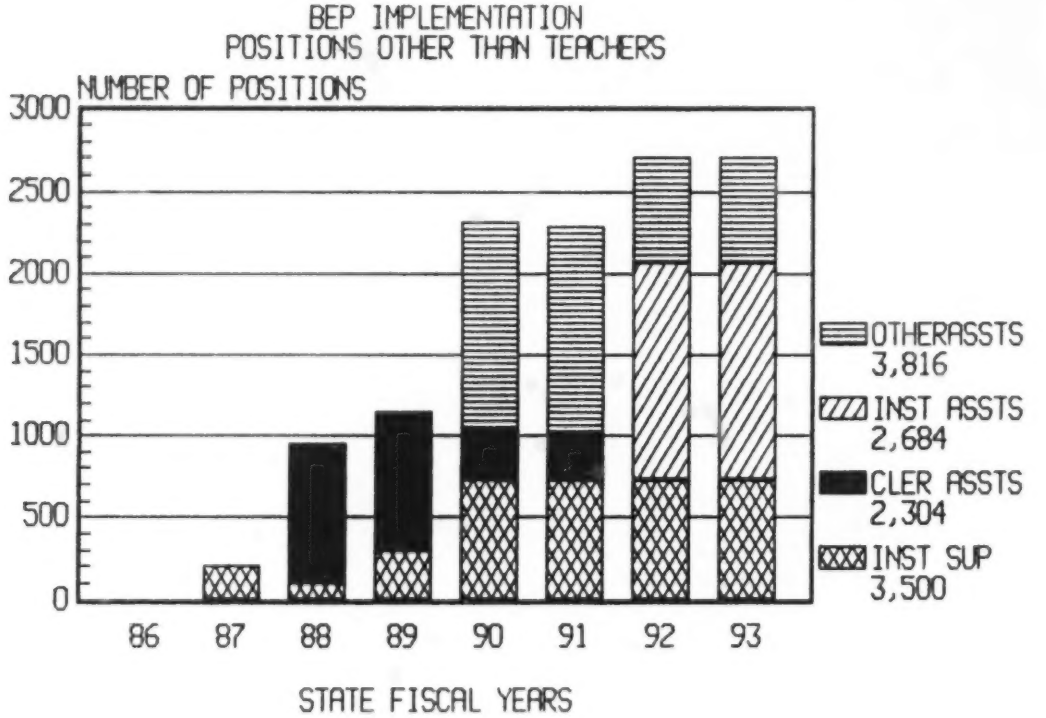
During the implementation of the Basic Education Program, 11,048 classroom teachers will be added to North Carolina's public schools to either reduce class size or expand school programs. This will bring the total number of classroom teachers to more than 69,000.



February 1988

BEP IMPLEMENTATION: POSITIONS OTHER THAN TEACHERS

During the course of the Basic Education Program, 14,102 positions will be added to North Carolina's public schools, in addition to new classroom teachers. The greatest increases in the number of positions will occur in the last half of the program when large numbers of instructional support personnel, clerical assistants, teacher assistants, and instructional, lab, or clerical assistants will be added to the public schools.



February 1988

Basic Education Program Questions and Answers

What is the Basic Education Program?

The Basic Education Program (BEP) for North Carolina's public schools outlines the curriculum, programs, general standards, classroom materials and staffing which should be provided in all schools in the state. Basically, it is a description of both the education which should be available to every child in North Carolina and the resources needed to provide that education.

What does the Basic Education Program include?

Described in the BEP is a program of instruction in the areas of the arts, communication skills, media and computer skills, second languages, healthful living, mathematics, science, social studies and vocational education. The program clearly defines the purpose of the curriculum as "to help students become responsible, productive citizens, and to help students achieve a sense of personal fulfillment." The program also includes support services such as guidance and psychological services; special programs, such as in-school suspension and compensatory education; programs for exceptional children; and staff development. Other elements of the BEP include state promotion standards for third, sixth and eighth graders; state sponsored summer school; a five and a half hour minimum instructional day; high school graduation requirements; recommended funding for instructional materials, equipment and textbooks; recommended facilities; and staffing ratios.

Are there specific requirements for students in the instructional component of the Basic Education Program?

The new North Carolina Standard Course of Study (SCS), adopted by the State Board of Education as the content description of the instructional program outlined in the BEP, shall be available to all students in grades kindergarten through 12. Instruction in all components of the SCS, except vocational education, is required for all students in grades K-5. In grades 6-8, students will continue the Standard Course of Study but may have choices in three areas. In the

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arts, all four disciplines (visual arts, dance, drama and music) will be available with students being required to take at least one each year. Second languages studies (grades 6-8) and vocational education (grades 7-8) must be available to all students but are not required. Local school systems may choose to make vocational education available at grade 6 but are not required to do so. High school students are required to take the 11 courses required by the State Board of Education for graduation with all other high school courses described in the BEP and SCS available to all students.

Does the Basic Education Program limit local boards of education as to how the instructional component of the BEP is delivered?

The State Board of Education, in adopting the BEP and SCS, has defined "what" is to be available to all students in North Carolina and the general content of each instructional component. "How" the program is delivered is a decision that will be made by the local school system. The amount of time, the frequency, who teaches (within existing certification guidelines), and the daily/weekly instructional schedules are all decisions that should be made locally. The state's concern is that the program defined by the BEP and SCS is implemented at all grade levels.

What are major challenges local school districts face in implementing the Basic Education Program?

There are a number of challenges local districts must address in fully implementing the BEP. Those challenges generally fall in the following categories:

--employing appropriately qualified staff in each of the instructional areas;

--determining the feasibility of alternative instructional delivery systems for programs, such as independent study, distance/satellite learning opportunities, cooperative programs with community/technical colleges or colleges/universities or contracting with qualified personnel to deliver a portion of the program on a part-time basis;

--providing facilities adequate to support the instructional program;

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--developing daily/weekly/yearly instructional schedules that ensure that all program components are available to all students;

--developing schedules that define the instructional area and grade levels to be phased in as new positions are allocated; and

--communicating with all school personnel, parents and community members the intent of the program, the potential gains to be realized for the students in all schools, and the need to maintain local support for full implementation.

What are the benefits to be derived from implementation of the Basic Education Program?

The most obvious benefit will be the availability of a strong, well-defined instructional program to all students in North Carolina. This should result in a much better prepared graduate from the North Carolina public schools.

Other benefits include:

--early identification of and intervention for children who are at risk academically;

--concerted efforts in addressing the problem of school dropouts;

--strong, well defined guidance programs for all students;

--adequate assistance for teachers that will permit them to devote the bulk of their time and energy to teaching children;

--significantly more instructional materials and equipment to assist teachers in providing appropriate instruction;

--smaller classes which should enable teachers to address the needs of all students; and

--improved communication between and among all groups interested in the education of all students.

#

Basic Education Program Raises Expectations

Where opportunities increase, expectations increase.

Nowhere is that more evident than in North Carolina's public schools. The implementation of the Basic Education Program (BEP), approved by the N.C. General Assembly in 1985, is broadening educational opportunities for students across the state and in coming years more will be expected of them.

Excellence and accountability along with equal opportunity to a basic education are cornerstones of the BEP, which is being phased in over an eight-year period. Under the Program, North Carolina is providing services that, in some cases such as second languages, have never been tried at a state-wide level before.

Support for public education has reached a high point. The state has funded the teachers, administrators, support staff and supplies to provide education in the arts, communication skills, healthful living, mathematics, media and computer skills, science, second languages and social studies. At the middle school or junior high school level and the high school level, vocational education must be offered. Many of these subjects have always been offered in North Carolina's public schools, but for some students the BEP is bringing opportunities they have not enjoyed before. Under the BEP, these subjects are considered basic to a public education.

Graduation requirements for public high school students reflect these additions. To graduate, students are required to successfully complete 20 units of courses. This includes:

--four units of English;
--two units of mathematics
--two units of science
--two units of social studies;
--one unit of physical education/health
--nine electives

Younger students have equally stringent requirements. In kindergarten through fifth grade, students take all subjects, including second language study, but excluding vocational education. In grades six through eight, all subjects are

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required, but second language study is an elective and pre-vocational education is an elective. Arts education is required, but students choose only one course each year.

Promotion standards in the BEP require that students master specific skills in reading, language and mathematics before being promoted from grades three, six and eight. Local school systems, however, may create their own standards which a student must also meet for promotion.

Several factors are considered when deciding whether a student is ready for promotion. Scores on the California Achievement Test and other portions of the annual testing program and a student's performance in the classroom are all considered. Students who do not meet the standards for promotion are eligible for state-sponsored summer school--a new program provided by the BEP.

In addition to providing specific standards under the BEP, the State Board of Education encourages students to excel through several programs, including the North Carolina Scholars Program and advanced placement classes.

The North Carolina Scholars Program, which began with the 1983-84 school year, recognizes students who complete a well-balanced, challenging high school program and maintain an over-all grade average of B or its equivalent as determined by the local boards of education. Students who complete this program are designated by the State Board of Education as North Carolina Scholars and receive a seal of recognition attached to their diplomas. In addition, they may receive special recognition at graduation exercises and other community events.

Since the program began in 1983-84, participation has nearly doubled. In 1986-87, 7,500 students qualified for the honor, and 315 schools participated.

To be a North Carolina Scholar, a student must earn an overall B grade average and complete the following curriculum:

--four units of English

--three units of mathematics (Algebra I, geometry, Algebra II or one unit of advanced mathematics with three units completed in grades nine through 12)

--three units of science (biology, chemistry, physics or one other advanced science in lieu of physics)

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--three units of social studies (government/economics, U.S. history, one world studies course)

--two units of second language (two levels of the same language)

--one unit of health/physical education

--one unit of vocational education

--one unit of arts education

--four electives

For students who would like the challenge of college-level work before graduating from high school advanced placement (AP) classes are an option. The advanced placement program, sponsored nationally by The College Board, allows students who are ready to complete college level studies in high school. At the end of the course, students have the opportunity to take the Board's AP examinations for college credit or placement.

The advanced placement program has gained in popularity with college-bound students interested in gaining credit early or in trying college-level work. In 1987, 216 North Carolina high schools offered AP classes, and 5,748 students took advantage of the opportunity.. The number of examinations taken shows that some students take more than one AP class. The total number of AP exams given in 1987 was 6,625.

AP courses and examinations now are available for one or more classes in art, biology, chemistry, computer science, English, French, German, government and politics, history, Latin, mathematics, music, physics and Spanish. The curriculum and course descriptions for each subject are developed by a committee of secondary school and college teachers appointed by the College Board to overlapping terms.

Students who take the AP exams receive a grade ranging from 1, indicating no recommendation of credit, to a 5, extremely well qualified. Many colleges and universities recognize AP scores of a 3, qualified, or better for placement or credit. The exams are offered throughout the world each May and last up to three hours. All exams contain either an essay or problem-solving section and a section of multiple-choice questions. The tests are graded by several hundred college and secondary school teachers serving under a chief reader in each field.

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BEP Raises Expectations
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Schools, as well as students, will be expected to achieve specific levels of competency under the Basic Education Program. Public schools in North Carolina will be required to undergo an accreditation process under the Program. In the past, accreditation was voluntary, but, by 1993, when the BEP is expected to be fully implemented, schools will be required to become accredited by the state.

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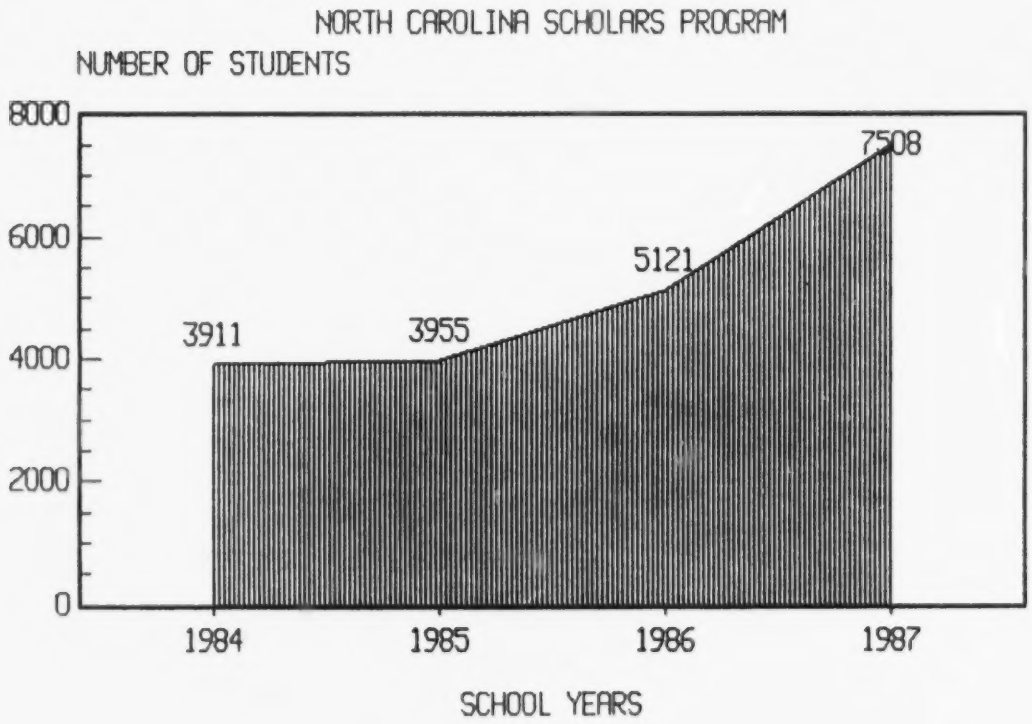
NORTH CAROLINA SCHOLARS PROGRAM

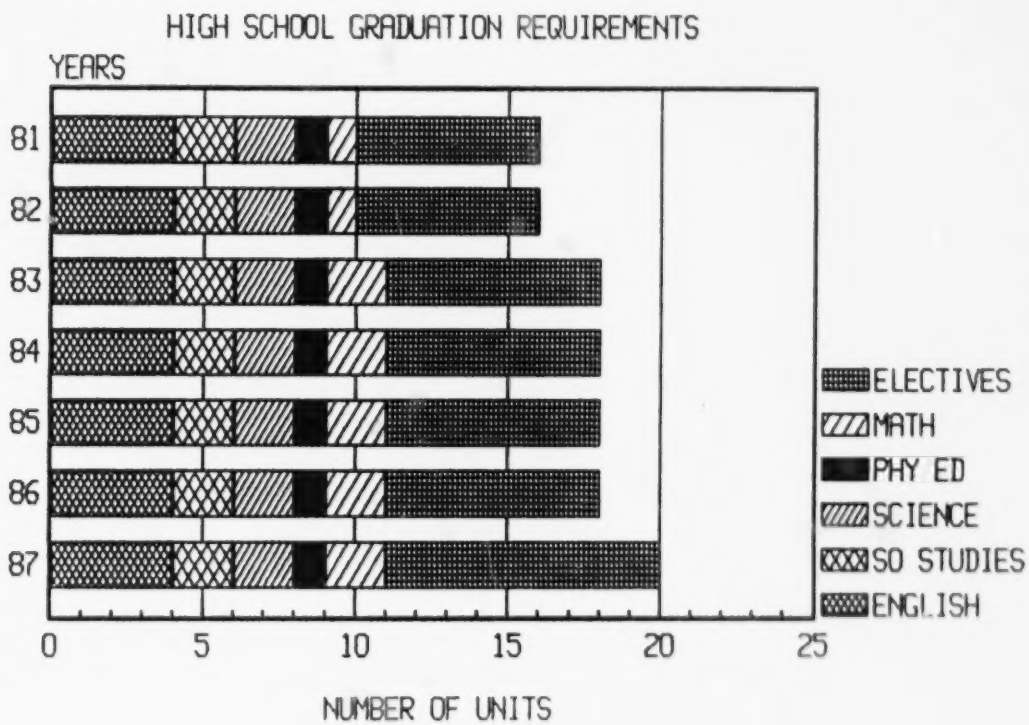
The Scholars Program was implemented in North Carolina's high schools with the 1983-84 school year. To become a scholar, students must complete 22 units of credit determined by the State Board of Education to constitute a well-balanced, challenging high school program. They also must have an overall four-year grade average of "B" or its equivalent as determined by the local board of education. The number of students participating in the program has almost doubled over the four years. North Carolina Scholars receive a seal of recognition attached to their diplomas.



SOURCE: Instructional Services,
North Carolina Department of Public Education

HIGH SCHOOL GRADUATION COURSE REQUIREMENTS

North Carolina's high school graduation course requirements have increased from 16 to 20 units during the 1980's. In addition, the Competency Test has been added as a requirement for graduation beginning with the Class of 1980. The additional course requirements include one unit of math and one elective beginning with the Class of 1983 and two additional electives beginning with the Class of 1987. The electives allow local boards of education the flexibility of specifying electives or even surpassing state requirements.



SOURCE: Instructional Services,
North Carolina Department of Public Education

Expanded Programs' Impact Continues

North Carolina's Basic Education Program is just that--basic. Nevertheless, the program is revolutionary for many North Carolina public school students who will, for the first time, be exposed to subjects and disciplines unavailable to them until now.

Since the General Assembly adopted the program in 1985, much public attention has focused on the extension of second languages into elementary schools. Actually, the Basic Education Program enhances all programs offered by the state's public schools. Teachers in the arts and healthful living, for example, are facing the challenges of a strengthened emphasis on their subject areas.

The Basic Education Program (BEP) mandates that all students from kindergarten through fifth grade receive instruction in a second language and have the opportunity to continue second language study through high school. Beyond the fifth grade, second language study is considered an elective. Until now, few elementary school students were exposed to second languages unless they were part of select classes for academically gifted children.

While arts education and healthful living--health, physical education and safety--are certainly not new to public schools, the BEP provides new support for both. The program has increased state funding for both areas, and the quality and type of instruction is expected to improve.

Work to implement the BEP began soon after its passage and is continuing. Educators at the Department of Public Instruction have been working closely with local school systems to ease the transition as the BEP is phased in.

Second languages are new to elementary grades

North Carolina is the first state in the United States to try providing second language study to all students in kindergarten through fifth grade. So far, approximately 60 of the state's 140 school systems have begun teaching second languages in elementary school classrooms, and more join the list almost daily. Until the BEP was approved, school systems offered, as a minimum, two years of a second language at the high school level.

Educators and students alike have realized the importance of beginning

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second language study earlier than in the past. It ordinarily takes four to six years of study for students to achieve proficiency, and beginning early gives students a chance of being proficient in a second language. Elementary second language study also has received national support as a way for students to heighten their understanding and awareness of other cultures and better serve the nation's diplomatic, defensive and business needs.

"The only real problem we have had with expanding second language study into elementary schools and middle schools is the newness of it all. Nobody has done this before," Frances Hoch, director of the new Division of Second Language Study, says. "Learning to schedule second languages into the elementary school day, choosing materials and finding the best ways to teach second languages to young children have all been challenging. And, of course, finding enough qualified teachers has not been easy."

School systems have worked with Hoch and other second language experts to tailor programs to their specific needs and situations.

Choosing a language is the first obstacle. Most systems are choosing Spanish, but several have selected French, and, in Wake County, Japanese is offered at one school. Instruction in kindergarten through third grade is being offered about three times a week for 15 to 20 minutes a session. In grades four and five, the time may increase.

School officials in Gates County recruited teachers from Belgium to teach a second language to the elementary school children in their system, and instruction in all subjects will be in French for a large portion of the day, Hoch says.

The key to the program's success will be how well classroom teachers integrate the second language into the day, Hoch says. The second language program should teach and reinforce concepts being taught during the rest of the day. "We encourage the classroom teacher to stay in class during second language instruction and to work closely with the second language teacher."

Hoch and other members of her staff have held workshops for teachers and administrators to help achieve a successful second language program.

"The exciting thing," Hoch says, "is that it's all working. Schools are enthusiastic about the program, and people are realizing that second languages are crucial. Children of today need to be prepared for the next century."

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Discipline-based arts education changes perceptions

The arts have sometimes been considered an extra--a nicety, but not a basic. The BEP is changing that by providing more support for arts education and shifting its emphasis, says Lynda McCulloch, director of the DPI Division of Arts Education.

"A lot of people perceive that the arts education mapped out in the BEP is new. It is not. What the BEP provides for the first time is numbers of instructors. Under the program, we will see an increase in personnel along with an increase in quality of arts education," she says.

The extra support is welcomed by educators and also by parents. A recent poll by Louis Harris showed that 70 percent of the parents polled say they would be willing to pay higher taxes to give their children more education in the arts. Nine of 10 people polled said arts education is highly important for children. The move toward improving arts education and emphasizing it more has begun in most school systems.

According to a Moore County survey of all 140 local school systems in North Carolina, 614 new arts educators were hired statewide in 1987-88. A large number of those new positions were for dance and theater arts teachers, areas that have not been stressed before in many school systems.

The elementary level student will witness the largest expansion of arts education because all students in kindergarten through fifth grade are required to have arts education. In grades six through eight, students must take one arts elective per year. At the high school level, arts are offered as electives.

"These numbers tell us several things," McCulloch says. "Administrators are serious about arts programs, and more children will have access to arts education than ever before." For example, the N.C. Association for Supervision and Curriculum Development centered an entire January conference on the arts as a discipline-based subject, she says.

Quantity is not all that is changing. Students soon will enjoy a different approach to arts education. Arts educators now are developing a curriculum with scope and sequence. There is an attempt to reach a discipline-based approach to arts education, McCulloch says.

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"In the past, we have devoted much attention to the arts as a product-oriented thing. We have used art as recreation and for public relations. But, we need to see art as a discipline. Arts is language."

Changing attitudes and methods of teaching requires staff development, especially for elementary classroom teachers. People in the Arts Education division have worked with teachers to help them see ways to integrate arts into other subjects after the art educators' visits to classrooms. They also have worked with principals through a week-long series of art classes at the N.C. School of the Arts. And, the staff has helped local administrators on scheduling and other issues.

Emphasizing the arts more requires cooperation between principals, teachers and arts educators, but it can be achieved, McCulloch says. The result will be students who are better able to think creatively and in complex ways. "Every study today says we need students who can imagine better and think in creative and complex ways. Discipline-based arts study can help provide that."

Healthy bodies help create strong minds

John Bennett, director of the DPI Division of Health, Physical Education, Safety and Sports, clearly sees the need for a stronger healthful living curriculum. "The healthier a kid is, the better he feels about himself and the better he does in school."

The Basic Education Program provides a sequential healthful living program starting at kindergarten and continuing through high school. By graduation, students should be able to design their own personal program for fitness and health and understand proper nutrition and the health risks associated with certain behaviors such as smoking or drinking. The focus is on preventing health problems at an early age and on developing habits and skills for healthier adults.

At the elementary level, students will learn basics about their bodies, feelings, relationships with people and illnesses. In physical education, they will participate in activities to develop fundamental motor skills.

As students progress through the middle grades, they will build on their

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earlier skills and knowledge and learn to accept responsibility for health-related decisions. In physical education, students focus on fitness, dance and gymnastics as well as on team and individual sports.

High school health courses must include units on parenting; cardio-pulmonary resuscitation; chronic diseases; family living; mental health; drugs, alcohol and tobacco; consumer health; and nutrition. In physical education, students will learn three lifetime activities to emphasize fitness.

"The BEP mandates qualitative rather than quantitative changes in the healthful living program," Bennett says. It requires a basic progression of offerings that has not always been there."

Many physical education and health teachers have been following guidelines similar to the ones set in the BEP, Bennett says. But, to ensure the improvements in quality, the Division of Health, Physical Education, Safety and Sports is offering staff development for teachers. Also, more teachers are being placed in elementary schools so that all students will have some contact with a certified physical education teacher.

This year, for the first time, the Division of Health, Physical Education, Safety and Sports is holding a Healthful Living Institute for school systems. In June, teams from about 40 school systems will meet at Lenoir-Rhyne College to set priorities for their healthful living programs.

"We hope that by involving the entire community, healthful living becomes a priority,"Bennett says. "The emphasis is going to be on total fitness. Instead of having a P.E. instructor just telling a class to play basketball, we want to see instruction on the history of the game, how it works, what skills and strengths are necessary to play well and how to develop those skills."

Eventually, Bennett says, these changes in the way teachers approach healthful living could have a major impact. "I'd like to see the most fit generation ever," he says.

#

Summer School Gives Students a Chance to Catch Up

Thanks to the Basic Education Program, all North Carolina public school students in grades kindergarten through 11 will have the opportunity in 1988 to attend free summer school if they do not meet state or local promotion standards or if they need remedial instruction.

The Basic Education Program (BEP), approved by the N.C. General Assembly on a phase-in basis in 1985, provided state-supported summer school in 1986 for students in grades three, six and eight. In 1987, grades one, two and four were added. Full implementation begins in 1988.

Having the state-sponsored program ensures that all North Carolina students who need help have access to it. The summer school program prior to 1986 was considered a local responsibility, and programs varied among the 140 local school systems in the state. Under the BEP, the state allocates $20,000 to each county with additional money provided according to the number of students within the system who score below the 25th percentile on the California Achievement Test (averaged over the prior three years in grades three, six and eight).

Students are chosen for summer school based on several factors, including California Achievement Test scores, the N.C. Minimum Skills Diagnostic Tests scores and how well the student regularly performs in school. Students in grades three, six and eight, students who do not meet state or local standards for promotion and others in grades one through 11 who need remedial instruction may attend the state-sponsored summer school.

Approximately 40,180 students from grades one, two, three, six and eight attended summer school in 1987. That figure is expected to grow to 80,000 in 1988 when summer school opens up to students through the 11th grade. In 1986, when third-, sixth- and eighth-grade students were served, 21,592 students attended.

Results of the summer school sessions have been positive. A survey of teachers, parents and coordinators after the first summer school session in 1986 showed an overwhelmingly majority (98 percent) felt the summer school program was beneficial to students in the state.

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Summer School
2-2-2

Test information from the first group of students who attended state-provided summer school showed that third grade students gained about 15.4 percent points on the diagnostic tests. Sixth and eighth grades averaged 11 and nine percentage point gains respectively. Students attending the summer program because of local promotion standards also improved. The majority of students participating progresses to the next grade.

Dr. William Brown, assistant state superintendent for research and testing in the Department of Public Instruction, is studying the progress students make after attending summer school. He will present those findings to the State Board of Education later this year.

Summer school sessions must be between four and six weeks long, and most average over three and a half hours a day. In the summer classes, there are fewer students per teacher (about 15 per class), allowing students more individual attention than may be possible in regular sized classrooms.

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Computers Gain in Importance in Public Schools

Routing buses, scheduling classes, keeping up with grades and teaching students to read and write all have something in common these days.

More and more, computers are being used in schools for jobs that were, up until a few years ago, completed using pencil and paper.

The ways computers are used vary from school to school and system to system. The numbers of computers in use in North Carolina's education system are impressive.

North Carolina's General Assembly set a goal in 1984 of a ratio of one computer for every 50 students in the public schools. With the help of the $28.4 million provided by the General Assembly over three years and the monies local school systems spent on computers, state media officials put the number of computers available at one computer for every 23 students.

In all, the number of computers in school systems has increased from 12,740 in 1984 to 46,871 in June 1987. Computer literacy accounts for approximately half the usage of the 46,871 computers.

One of the newest ways computers are used in schools is in automating media centers. Over 100 schools statewide are involved in media center automation which should result in better inventory control, current data on students and more of the media coordinator's time for the instructional program.

Close to 700 schools, mainly at the high school level, are involved in the Student Information Management System (SIMS). SIMS provides schools with an automated student accounting system to keep track of student attendance, scheduling and academic progress. The target date for all schools in the state to have SIMS is 1989-90.

The number of school systems able to route and schedule school buses using the Transportation Information Management System (TIMS) is expected to grow from 12 to around 60 in the next few months. Exxon overcharge funds appropriated by the General Assembly will enable 40-50 school systems to join the 12 systems already using TIMS. The new systems will receive software, training, documentation, consulting services and digitizing of streets.

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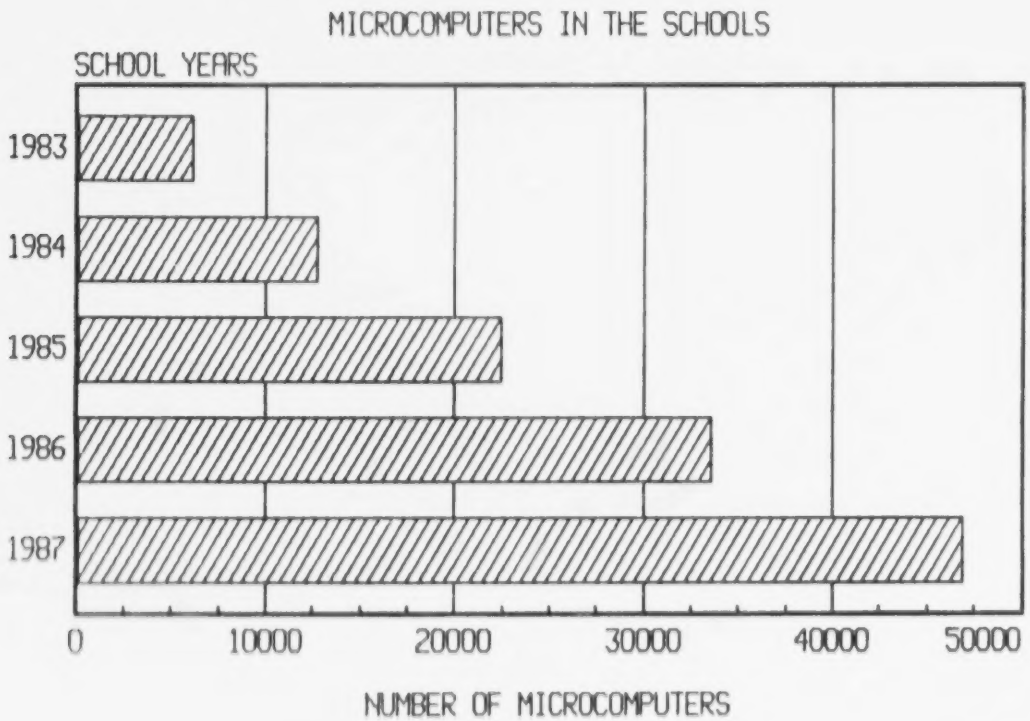
COMPUTER LITERACY

Computer usage in North Carolina's public schools has grown significantly since 1985 when the General Assembly allocated $28.4 million over a three-year period for computer literacy. The legislative intent was to provide one computer for every 50 students to allow 30 minutes per week of computer access time for each student. Prior to the first year of funding, school systems reported 12,740 microcomputers in the schools and by June of 1987 an additional 34,131 micros were in use. The current ratio of computers to students is 1 to 23.



SOURCE: 1988 Computer Literacy Program State Report, North Carolina Department of Public Education

Benefits of the Basic Education Program Outlined

1985-87 Benefits

During 1985-86 and 1986-87, the Basic Education Program brought about the following education improvements:

- 1,510 classroom teachers to reduce class size in grades 7, 8 and 9 to 26 children per teacher
- 52 assistant principals
- summer school for students in grades 3, 6,and 8 who failed to meet state and/or local promotion policies
- funds for instructional materials and equipment
- 100 finance officers to assist with the BEP implementation at the local level
- textbook funds to meet the provision of $20 per child in average daily membership
- 706 in-school suspension teachers, dropout prevention and/or job placement counselors

1987-89 Benefits

During 1987-88 and 1988-89, the Basic Education Program brought about the following education improvements:

- 3,375 additional teachers in grades K-12 to allow units to offer the expanded course of study adopted by the State Board of Education and reduce class size
- elimination of individual caps as a basis of funding for handicapped children to enable local units to receive state funds for handicapped children who are within the overall cap of 12.5 percent but over the individual caps for the individual handicapping conditions
- provision of funds to serve handicapped and gifted students ages 18, 19 and 20 years old
- 400 additional instructional support personnel (e.g., school counselors, media coordinators, school psychologists, school social workers, school nurses)
- provision of full state funding of vocational education teachers to bring this program in line with other teaching positions funded by the State
- 138 in-school suspension teachers
- additional teachers for remedial summer school
- provision of transportation for summer school students

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BEP Benefits
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• 309 additional assistant principals to provide instructional and administrative support

• 1,702 new 12-month positions for clerical assistants to reduce paperwork and provide more time for principals and teachers to work with students

• additional funds for each state funded position for staff development

• $25 per student in ADM for instructional supplies

• $22 per ADM for textbooks to ensure that local units will be able to purchase books required by Basic Education Program courses

• 86 additional assistant/associate superintendent positions

1989-91
Proposed benefits to North Carolina education

During 1989-90 and 1990-91, the following items are proposed under the Basic Education Program:

• 178 additional associate/assistant superintendents for local school systems

• 55 12-month supervisor positions in local systems

• changes to allow assistant principals to be employed 12 months rather than 10

• 3,007 additional teachers to expand programs and reduce class size

• funding for 66 vocational education 10-month positions for local systems

• 52.5 additional in-school suspension positions

• 1,450 instructional support positions (e.g. school counselors, media specialists, school psychologists, school social workers, school nurses)

• 602 clerical assistant positions (includes school secretaries and clerical support at central offices)

• 2,542 instructional, lab or clerical assistants at the local school level to provide help (10 month positions)

• additional funds for athletic trainer supplements

1991-93
Proposed benefits to North Carolina education

During 1991-92 and 1992-93, the following items are proposed under the Basic Education Program:

• 55 additional 12 month supervisor positions

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BEP Benefits
3-3-3

* 3,104 teacher positions to reduce class size and expand programs

* 66 additional vocational education positions

* 1,450 instructional support positions (e.g. media specialists, nurses, social workers, counselors, psychologists)

* 2,684 instructional (teacher) assistants for 10 month positions

* 1,274 instructional, lab or clerical assistants at local schools

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Program Links Teacher Performance With Salary Raises

In North Carolina, a pilot project underway in 16 locations across the state has the potential for keeping good teachers in the classroom and attracting top students into teaching.

The Career Development Program, now in the third year of a four year pilot, ties salary increases to performance. A teacher who receives good evaluations could benefit from a 15 to 20 percent salary increase over three years.

Rewarding teachers for their performance and for varying levels of responsibility are the major components of the Career Development Program, which is also designed to improve the quality of classroom instruction.

State and local school officials expect the Career Development Program to help keep good teachers in the classroom and to make the teaching profession attractive to young people.

North Carolina's General Assembly authorized the four-year piloting of the program in 16 school systems beginning with the 1985-86 school year. Some 56 school systems initially expressed interest in piloting the program.

The Career Development Program was developed following a series of statewide workshops in 1983-84 when teachers and other school officials were given the opportunity to express their views on such a program. The outcome of these sessions and other previous studies indicated that teachers should be paid according to their effectiveness in addition to years of experience and levels of development.

A decision on expanding the program to all school systems in the state may be made during the final year of the piloting

Reaction to the program after three years of piloting is favorable with school officials and teachers noting that instruction in the classroom has improved because of career development.

Just as in any pilot program, some modifications will be made during the final year of the piloting.

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Legislation establishing the Career Development Program sets out four levels. Employees can advance from initial, to provisional, to Career Status I and Career Status II. A state committee of teachers and other educators is looking at the requirements for an additional level, Career Status III.

During the initial two years of employment, teachers in North Carolina are provided support by experienced teachers (mentors) or by a support team. Principals and observers/evaluators may recommend that the employee advance to Career Status I following the initial two years. Three years later, teachers may advance to Career Status II if they have met certain criteria. With each promotion, the salary of the teacher increases by 5 or 10 percent.

Teachers who try for promotion to the next level but fail to receive approval can continue to work on skills and work toward the next level of promotion.

During the first year teachers could reach Career Status II in the pilot units, approximately 40 percent of the teachers were awarded the promotion.

Promotions are based on evaluations by principals and trained observers/evaluators hired by the local school systems to assist principals with the evaluations. The evaluator must be a practicing educator.

The evaluation process is the same as that used to evaluate all teachers in the state, the Performance Appraisal System. The only difference is that in career development pilot units, the evaluation is tied to promotion to a higher status which results in a salary increase.

More money is also available in the Career Development pilots for teachers at Career Status II (and Career Status III when that level begins) who take on extra duties.

Responsibilities for which teachers may earn extra pay are based on the needs of the local school system and, according to the legislation, "shall include duties requiring a leadership role in instruction areas and not routine duties." The legislation further states that the duties may include being a mentor teacher, supervising student teachers, helping in curriculum development, being a staff development leader/coordinator and serving as department chairman or grade chairman.

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The amount of extra pay teachers receive is determined by the amount of time required and the level of skills needed.

State and local committees of educators, school board members and others interested in education monitor the progress of career development. In addition, the State Board of Education must submit a report by February 1 each year to the General Assembly.

For more information, contact David Holdzkom, director of the Department of Public Instruction's Division of Personnel Relations, 919/733-9230, or contact the career development coordinator in any of the following 16 pilot units: Edenton-Chowan County, Perquimans County, New Hanover County, Greene County, Tarboro City, Roanoke Rapids City, Harnett County, Montgomery County, Burlington City, Orange County, Salisbury City, Burke County, Alexander County, Buncombe County, Haywood County and Charlotte-Mecklenburg.

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Career Development Questions and Answers

What is the Career Development Program?

North Carolina's Career Development Program is an effort to keep good teachers and attract new teachers by increasing the salaries of those teachers who do a good job. Rewarding teachers for their performance and responsibilities is expected to help keep good teachers in the classroom, make the teaching profession attractive to young people and improve the quality of classroom instruction.

How is the program being tested?

Over 50 school systems volunteered to try the Career Development Program on a pilot basis. A total of 16 systems across the state were selected to pilot the system over a four year period, from 1985-1989. Piloting the program are: Edenton-Chowan, Perquimans, New Hanover, Greene, Harnett, Montgomery, Orange, Burke, Alexander, Buncombe and Haywood counties and Tarboro, Roanoke Rapids, Burlington and Salisbury city systems. Charlotte/Mecklenburg is piloting a slightly different plan from the other systems.

What will happen in June of 1989 when the piloting ends?

The Career Development Program is monitored by members of the General Assembly, the State Board of Education and various committees of educators and citizens. A decision is expected from the legislature in 1989 regarding the expansion of career development to all school systems in North Carolina.

How do performance and salary increases relate in the Career Development Program?

Career development includes four levels: initial (two year period), provisional (one year period), Career Status I and Career Status II (minimum of three years each). Teachers work towards promotion to each of the levels and promotions are based on evaluations of performance by principals and trained observers/evaluators.

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How much more money will a teacher receive under Career Development?

Generally, teachers receive as much as a 10 percent salary increase with each promotion. Also, in Career Status II teachers may apply for additional responsibilities such as supervising student teachers or developing curriculum and receive additional pay.

#

Teaching as a Career Gets a Lift

North Carolina educators and legislators have spent time and money over the last few years searching for ways to make teaching more attractive as a profession.

Besides the obvious enhancement of the profession by increasing salaries, other creative programs and strategies are being used across the state to make the profession more attractive to prospective teachers and to improve the conditions for those already in the profession.

Teacher salaries in North Carolina have increased over 31 percent over the last five years. The average salary of North Carolina teachers in 1983-84 was $18, 311 while the average salary in this state in 1987-88 is expected to be $25,000. In comparison with other states, North Carolina's rank has changed from 40th place in 1983-84 to 30th place in 1986-87 (the last year for which rankings are available).

Improving North Carolina's standing by increasing teacher salaries has been addressed by the State Board of Education. The Board adopted a plan in 1986 to request 7 percent salary increases each year for four years to raise the starting salary for teachers to $20,553 by 1989-90. In the two years the plan has been in effect, legislators have granted a total of 11.5 percent in salary increases, raising the beginning teacher's salary to $17,540 in 1987.

The Career Development Program, in its third year of piloting in 16 school systems, is also designed to keep good teachers in the classroom and attract top students into teaching. Career Development ties salary increases to performance. Rewarding teachers for their performance and for varying levels of responsibility are the major components of the Career Development Program, which is also designed to improve the quality of classroom instruction. A teacher who receives good evaluations could benefit from a 15 to 20 percent salary increase over three years.

North Carolina is also making teachers an important part of efforts to recruit new teachers. An office of teacher recruitment, established in the state education department in 1986, is responsible for identifying teacher and subject

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area needs in local school systems, coordinating and administering recruitment efforts and encouraging members of minority groups and individuals who may not otherwise consider entering or continuing a career in teaching to go into and remain in the teaching profession.

Unique to North Carolina is a program that gives regional winners of the Teacher of the Year competition a year's leave from the classroom to help promote the teaching profession.

The regional winners work with teachers identified in each of North Carolina's high schools. High school teacher recruiters receive $300 each to provide information about the teaching profession and encourage talented high school students to choose teaching as a career.

Projections of teacher shortages due to retirements and expanded programs under the state's Basic Education Program prompted the establishment of the Teacher Recruitment Office.

The Teacher Recruitment Office administers a scholarship loan program in addition to recruitment and other efforts aimed at improving the image of the profession.

Students who want to become teachers can receive up to $2,000 per year through the Prospective Teacher Scholarship Loan Program. Some 12,400 North Carolinians have earned their teaching certificates with the help of these loans since the start of the loan program in 1957. One year of the loan is forgiven for each full year the recipient teaches in a North Carolina public school. A minimum of 200 loans are awarded each year.

The North Carolina General Assembly also provides funds for the North Carolina Teaching Fellows Program. Top high school students interested in pursuing a teaching career compete for scholarships of $5,000 per year. Loans will be forgiven within seven years after graduation if the recipient teaches for four years in a North Carolina public school. The Public School Forum of North Carolina administers this loan program. A total of 400 loans are given each year.

The Forum also administers a teaching grant program for college juniors. Fifty grants of $4,000 each are awarded each year to students who agree to major in a subject areas where teachers are needed and agree to teach in specific regions of North Carolina.

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Career Gets a Lift
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Recognizing and enhancing teaching as an art and as a profession is also the goal of the North Carolina Center for the Advancement of Teaching (NCCAT). Teachers of all grade levels and areas partic_pate in seminars ranging from an extended weekend to three weeks at the center which is located on the campus of Western Carolina University in Cullowhee.

The staff at the center concentrates on making teachers realize how much they are appreciated. Teachers study advanced topics in the sciences, arts and humanities in a setting removed from the hectic pace of everyday life. They learn from and are stimulated intellectually by fellow teachers, preeminent university professors, nationally recognized scholars, statesmen, scientists, business leaders, journalists and others.

The concept of the center emerged from the NC Commission on Education for Economic Growth in 1983 and the center was formally established in 1985.

Improving the work place for teachers is also the goal of another program started in North Carolina in 1987. The Lead Teacher concept recognizes teachers as professionals by involving teachers more in decision-making at the school level.

Two schools in each of three North Carolina school systems, Granville, Haywood and Stanly counties, are participating in the two year Lead Teacher pilot project which will end in 1989.

Legislation gives the Lead Teacher pilots flexibility to experiment with changes in the traditional patterns of organization, class schedules, student grouping and staffing. Working with principals, teachers can decide: how to organize for teaching; how to use primary assistants; who to hire as new teachers and assistants; how to design daily schedules to allow teachers more time for planning; where to assign students; and how to use special funds allotted by the General Assembly.

An outside evaluator, hired by the General Assembly, will report on the success of the experiment and recommend any extension of the project. Some educators have suggested incorporating the Lead T icher project into the state's Career Development Program.

Teachers already in the profession are not alone in receiving additional support to do their jobs. New teachers in North Carolina are paired with

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experienced (mentor) teachers for the first two years of their teaching careers.

The Initial Certification Program, established in 1984 as a part of the Quality Assurance Program, extends the professional education preparation teachers receive in college. Experienced teachers, or sometimes a team of educators, work with new teachers to provide support and to help the new teacher develop and refine teaching skills. The mentors receive 24 hours of training to help them in their support of the new teachers.

At the end of the two year initial certification period, a decision is made to grant or deny continuing certification.

For more information on any of the programs described, contact:

Career Development Program--David Holdzkom, Department of Public Instruction, Division of Personnel Relations, 919/733-9230.

Teacher Recruitment--Grace Drain, Department of Public Instruction, Division of Teacher Education, 919/733-4736.

Teaching Fellows Program & Lead Teacher Program--Public School Forum of North Carolina, Raleigh, 919/832-1584.

North Carolina Center for the Advancement of Teaching--Western Carolina University, Cullowhee, 704/227-7370.

Initial Certification Program--Jean Blackmon, Department of Public Instruction, Division of Teacher Education, 919/733-4736.

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HISTORY OF CERTIFIED SALARY INCREASES

Legislative Increases			Teacher with Bachelor's Degree	
Effective Date of Increase	Across the Board	Automatic Step Increase	Annual Salary	Comments
July 1, 1973	5%	2.4%	$7,560-$10,710	Lengthened term of employment from 9½ to 10 months.
July 1, 1974	7.5%	2.4%	$8,130-$11,510	
July 1, 1975	0	2.4%	$8,130-$11,510	
July 1, 1976	4% + $300	2.4%	$8,760-$12,270	One time bonus of $300 divided by term of position
July 1, 1977	6.5%	2.4%	$9,330-$13,070	
July 1, 1978	6%	2.4%	$9,890-$13,830	
July 1, 1979	5% + $200	2.4%	$10,380-$14,540	One time bonus of $200
July 1, 1980	10%	2.4% plus 6.3%	$12,390-$16,230	Salary schedule changed to grade and step. Procedures assured no one took a cut in converting 13 pay levels into 6 steps. All teachers received 2.4% increase. In addition, in conversion process, they received 0 to 6.3%
Jan. 1, 1982	5%	4.7%	$13,010-$18,740	Across the board increase effective Jan. 1, 1982 for second half of 1981-82 school year.
July 1, 1982	0	0	$13,010-$18,740	
July 1, 1983	5%	0	$13,660-$19,680	
July 1, 1984	14.8%	0	$15,680-$22,590	Salary schedule reformated from grade and step to pay level. Change had no effect on salaries.
July 1, 1985	0	0-9.6%	$15,680-$23,660	Those working continuously for one school term received one pay level (4.8%); those working continuously for two or more years received 2 pay levels (9.6%). Legislation added one pay level to the range.
July 1, 1986	6.5%	0	$16,700-$25,200	
July 1, 1987	5%	0	$17,540-$26,460	

School Time Considered Crucial

Special training for teachers in organization and management of time, funding for additional classroom assistants and using computers to cut down on some of the paperwork in schools are all ways North Carolina educators are encouraging the best use of time in school.

A 1987 survey of users of the Student Information Management System (SIMS) finds that this system has had a significant impact on the paper workload of classroom teachers.

SIMS is a computerized system that is being used to automate data functions in approximately 700 schools in 134 school systems in this state. Members of the General Assembly directed the Department of Public Education to implement such a system in 1984.

Most of the participants in the 1987 survey said that SIMS saves teachers 20 minutes or more a day. Over two-thirds feel that SIMS helps teachers spend more time teaching.

This new technology in local schools will eliminate the need for teachers to complete certain forms and make it much easier for teachers to report student enrollment, withdrawals, attendance and grades.

While SIMS is cutting down on the time teachers spend on paperwork, there is an increase in the workload of office personnel. The results of the survey indicate that SIMS reallocates clerical work from teachers to clerical personnel in schools.

Teachers, principals and other educators will gain additional clerical assistance under the Basic Education Program. Approximately 8,500 positions for clerical and instructional assistants and support staff members will be allocated to schools and school systems during the final four years of the Basic Education Program phase-in from 1989-90 to 1992-93.

Additional staff members, namely guidance counselors, media specialists, school social workers and psychologists and nurses, also will lend their support to teachers and other school personnel. As many as 3,500 additional support positions are included as part of the Basic Education Program.

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School Time
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Most teachers and many other school personnel have also learned techniques needed to better manage time. Effective Teaching Training sessions, held throughout the state since 1986, feature sections on time management and instructional preparation as a part of the 30 hours of training. The training is based on teaching practices that encourage and increase student achievement.

Improving student achievement and the need to spend more time on actual instruction are the reasons for the State Board of Education's adoption of a requirement for time spent on instruction in schools. When the Basic Education Program is fully phased in during 1993, schools will be required to offer five and a half hours of instruction each day. The addition of time for lunch and homeroom should mean that North Carolina students will be in school for up to seven hours. Several national studies of education have included a recommendation that school districts consider seven hour school days.

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